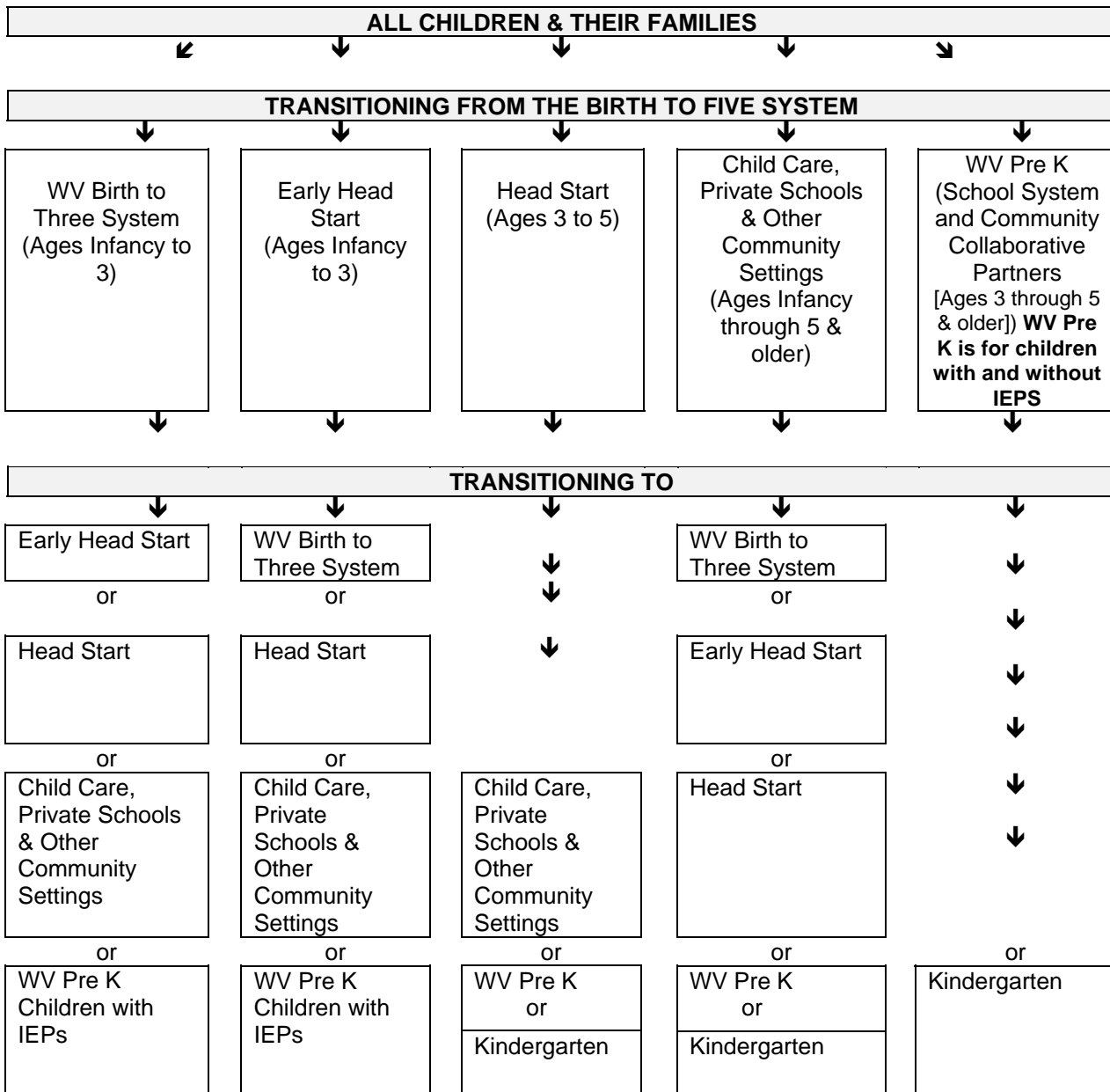


WV EARLY CHILDHOOD TRANSITION CHECKLIST

WV State Board Policy 2525 requires the use of this checklist to assist local agencies in supporting children and families as they transition to and from a variety of settings: WV Birth to Three System, School System/WV Pre K, Head Start and Child Care. **The WV Pre K system includes children 4 years of age and children 3 years of age with Individual Education Programs (IEPs).** It identifies key activities for such transitions, some legally required and some reflecting effective practice (offered here as guidance). The user is encouraged to consult specific federal, state, and local legal requirements for additional program procedures beyond this checklist.

To use the checklist:

1. Select one (1) checklist per child, choosing the checklist(s) appropriate for the child's situation. Enter child/program information at the top of the page. (Note: The top section of each checklist is for all children.)
2. The checklist serves as a tool to track the completion of each activity and is part of the child's record.



**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING TO OR FROM CHILD CARE,
PRIVATE SCHOOLS OR OTHER COMMUNITY SETTINGS**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

<i>These activities are appropriate for ALL children transitioning TO or FROM ANY setting.</i>		
Date Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration (e.g., certificate of live birth, immunizations, physicals, etc.).	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process c) to discuss strategies to help the child be successful	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) to communicate with personnel in the next service setting c) to discuss strategies to help the child be successful including minimizing the number of settings in which a child receives education and care services.	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting with an annual meeting to discuss how to facilitate successful transition and curricula continuity.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

NOTES:

**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING FROM THE WV BIRTH TO THREE SYSTEM**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

<i>These activities are appropriate for ALL children transitioning TO or FROM ANY setting.</i>		
Date Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration (e.g., certificate of live birth, immunizations, physicals, etc.).	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process c) to discuss strategies to help the child be successful.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) to communicate with personnel in the next service setting c) to discuss strategies to help the child be successful including minimizing the number of settings in which a child receives education and care services.	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting with an annual meeting to discuss how to facilitate successful transition and curricula continuity.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

<i>For Children and Families Transitioning From WV Birth to Three System</i>		
Completed	Activity	Timelines
	Conduct transition planning with parent. Add transition plan to Individual Family Service Plan (IFSP).	At least 10 months prior to 3 rd birthdate.
	Service coordinator contacts all appropriate "potential" receiving agencies that family wants invited to a face-to-face transition-planning meeting, in order to schedule, convene and facilitate a face-to-face transition planning meeting for each child at least 90 days and no more than 9 months prior to the child's third birthday. <i>It is important that the service coordinator initiates contact early with invited parties that the family wants to invite to the meeting, and attempts to schedule the meeting at a time and place that will facilitate attendance of all parties.</i> Note: Face-to-face transition meetings are to be held for every child at least 90 days before age three – even if the family does not desire to invite the school system or any other agencies to the meeting. The only exceptions are if families refuse to have such a meeting.	Meeting at least 90 days and up to 9 months before third birthday. Call to schedule at least 1 month in advance. A county board of education designee is required to attend the 90 day face to face meeting for a child transitioning from Part C to special education if requested by parent.

For Children and Families Transitioning From WV Birth to Three System - continued		
	Ensure that families are informed of eligibility criteria, enrollment procedures, and the notification and/or referral process for Part B and other early childhood programs/services in the community, including the need for a valid birth certificate and immunization records.	
	Send Notice of Face-to-Face Transition Planning Meeting form to all IFSP team members, and other agencies/individuals who the family selects to attend the meeting.	At least two weeks prior to scheduled meeting and earlier if possible
	Obtain consent from parents for release of relevant information from the child's WV Birth to Three educational record and send to County Board of Education when sending the Notice of Face-to-Face Planning Meeting. Parent consent must be specific about which documents are to be released as part of the transition packet.	Before sending notice of the meeting or at any other appropriate juncture.
	Remind other team members to be prepared to participate in the completion of the Transition Summary Update form at the face-to-face transition planning meeting or to send a summary of the child's current developmental status for the team's consideration if not able to attend the meeting face-to-face.	Prior to transition meeting
	Facilitate completion of the Transition Summary Update during the face-to face transition planning meeting. Document discussion and activities of the face-to-face transition planning meeting utilizing the WV Birth to Three Teaming Activity note.	
	Provide all participants with copies of completed activity note and Transition Summary Update.	Send copies within one week of meeting. Originals to the child record.
	If a Part B representative is not present at the meeting, and the family desires a referral to Part B, the service coordinator will assist the family to complete a letter of request for evaluation and will forward that request to the County Special Education director or designee. SC will document in child record.	During face-to-face transition planning meeting. For a written referral, the county board of education has 10 school days from the receipt of the referral to send the letter to obtain written parental consent for initial evaluation for a preschool child.
	Arrange for return of all Assistive Technology equipment/devices provided by WV Birth to Three unless it has been determined that the child continues to need the equipment. If the child needs the equipment after age three, the service coordinator will revise the WV Birth to Three Assistive Technology Loan Agreement to provide the family with the toll free numbers of the RAU and the WV Birth to Three State office in order to plan for return of the equipment to the State when no longer being used by the child.	During transition planning meeting – document on activity note and update loan agreement.
	Follow up with family (and other participants as appropriate) to assure that activities identified during the face-to-face meeting are completed.	Immediately after meeting until child transitions from BTT.
	Complete the Transfer/Transition form, within 5 days of the child's exit from the WV Birth to Three System, recording all requested information. If the date of the face-to-face meeting was less than 90 days before the child's third birthday, be sure to include the reasons for the delay.	

NOTES: See Transition Policies and Procedures for complete transition requirements – online at www.wvdhhr.org/birth23 .

**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING FROM EARLY HEAD START/ HEAD START**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

<i>These activities are appropriate for ALL children transitioning TO or FROM ANY setting.</i>		
Date Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration (e.g., certificate of live birth, immunizations, physicals, etc.).	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process c) to discuss strategies to help the child be successful.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting c) to discuss strategies to help the child be successful including minimizing the number of settings in which a child receives education and care services.	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting with an annual meeting to discuss how to facilitate successful transition and curricula continuity.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

<i>For Children and Families Transitioning From Early Head Start (Ages Infancy to 3) or Head Start (Ages 3 to 5)</i>		
Completed	Activity	Timelines
	Initiate meetings to discuss developmental progress of individual children among parents and professionals.	Early Head Start – at least 6 months prior to 3 rd birth date
	Obtain from the parent consent/authorization for release of information for a referral.	Mail within 10 days of parent's signature
	Release relevant assessment, health records, etc.	
	Participate in Individual Family Service Plan (IFSP)/Individualized Education Program (IEP) meeting.	

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**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING TO THE WV PRE K SYSTEM
(CHILDREN WITH DEVELOPMENTAL DELAYS)**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

<i>These activities are appropriate for ALL children transitioning TO or FROM ANY setting including school settings for students with and without disabilities.</i>		
Date Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration (e.g., certificate of live birth, immunizations, physicals, etc.).	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process c) to discuss strategies to help the child be successful.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting c) to discuss strategies to help the child be successful including minimizing the number of settings in which a child receives education and care services.	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting with an annual meeting to discuss how to facilitate successful transition and curricula continuity.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	
<i>For Children & Families Being Referred for Transition to Special Education Services in the School System: children ages 3 through 5 & older having or suspected of having a disability</i>		
Completed	Activity	Timelines
	Contact (phone or letter) ALL families for which the Child Find forms are sent by the state WV Birth to Three system to the county boards of education.	6 months prior to 3 rd birthdate (if transitioning from WV Birth to Three) If families are interested in special education services the county designee should obtain parental written consent for initial evaluation.
	Participate in meeting with parents and referring agency (example: 90 day face-to-face for WV Birth to Three or meeting with Head Start, Child Care, Private School or Other Community Agency)	

<i>For Children & Families Being Referred for Transition to Special Education Services in the School System: children ages 3 through 5 & older having or suspected of having a disability - continued</i>		
Completed	Activity	Timelines
	Obtain written parental consent for initial evaluation.	Written parental consent can be obtained at the 90 day face to face meeting OR by initiating a written request for evaluation to the county special education director or designee. An IEP must be developed and implemented by the child's third birthday when transitioning from Part C.
	Review current evaluation data and determine evaluation data needed. (Example: from WV Birth to Three or Head Start)	Counties can accept the evaluation data from other entities, if appropriate
	Conduct evaluation / assessment including involvement of other agencies' staff as necessary.	Within overall timelines as noted above.
	Schedule Eligibility Meeting and/or a meeting for both eligibility determination and Individualized Education Program (IEP) development.	Within overall timelines as noted above.
	Participate in Eligibility Meeting or Eligibility/IEP meeting.	Within overall timelines as noted above.
	Schedule IEP team meeting (if not done as part of Eligibility Meeting).	30 calendar days following Eligibility Meeting (or by third birthday for children transitioning from WV Birth to Three).
	Conduct IEP team meeting with participants. <i>NOTE: Follow guidelines assuring parental participation as outlined in 2419. (State Department of Education Regulations for the Education of Students with Exceptionalities)</i>	
	Determine the Least Restrictive Environment (LRE) as outlined in Policy 2419.	

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